

Communication

Communication ~~ Reedley College ~~ Spring 2024

Communication 10: Intercultural Communication

Face to Face Version

Instructor: Dr. Linda Carvalho Cooley

Check Canvas for Office hours and Zoom Office link

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There is NO textbook for this course. Instead, I lecture on content, share videos, and stories to help you engage the concepts.

TIP: *Make sure to attend class regularly, & take notes – You will need those notes to be successful on assignments, mid-term & final*

Course Description

Intercultural Communication introduces students to the cultural variables and factors in the communication process. Emphasis is given to communicating effectively in diverse social and professional environments. Focus will also be given to the analysis and comparisons of message perception, verbal and nonverbal communication, communication climates and language interpretation in interactions between people from different cultures. Activities are designed to develop communication skills that improve competence in intercultural situations. C-id designation Comm 150.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Apply theories of intercultural communication to real life encounters.
2. Analyze diverse communication systems and perspectives employed when communicating within & across cultures.
3. Identify and explain differences in language, perception, listening and conflict resolution as they pertain to intercultural communication skills.
4. Identify and explain the basic creation of culture(s) including the recognition of how patterns of behavior, values, and beliefs are shared/transmitted via verbal and non-verbal communication.

(SLO's will be assessed via Group Island, Movie Analysis, and the Intercultural Communication Paper/Speech)

Specific Objectives

In the process of completing this course, students will:

1. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity.
2. Identify the components of culture and communication and their interrelationship.
3. Explain how culture influences verbal and nonverbal communication.
4. Comprehend the social and psychological variables of culture and its expression.
5. Discuss the diverse ways of thinking, perceptions, and interpretations.
6. Compare and contrast cultural communication strategies in various contexts.
7. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.
8. Identify elements of common ground among diverse cultures.

Student Rights

Students are encouraged to become familiar with the “Campus Policies” section of the Schedule of Courses. This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students caught cheating, plagiarizing, and/or utilizing artificial intelligence technology to create their work will receive a zero on the assignment and any assignment connected to that assignment. Any student caught cheating, plagiarizing, and/or utilizing artificial intelligence technology to create their work will also forfeit all participation points and will not be allowed any extra credit points. **Turn it in** will be used via Canvas and students need to address and resubmit any assignment with a score above 35% match prior to the due date or they will receive a zero on the assignment. Issues of cheating, plagiarism, and/or the use of artificial intelligence will be submitted to the Dean. These issues are serious and are likely to cause the student to fail the course.

Students with disabilities who have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

My Teaching Philosophy

Teaching for me has always been about helping students. If you are having an issue – talk to me. I’m not near as scary as I may look or sound. Please reach out to me and I promise I will listen to you and together we will come up with a solution. All I can do is be here, but I can’t help, if you don’t ask. I will meet you day or night in Zoom, I’m also available before and after class. I care and want you to succeed. Meet me halfway – come to class, check into Canvas regularly and take notes during lectures. Everything on the mid-term and final are covered in my lectures. I believe that all students are capable of learning.

No one wants you to succeed more than I do!

Assignments

<u>Graded Item</u>	<u>Points Possible</u>
Intro: What's in a name?	10
Intercultural Survey	10
Coat of Arms Photo – 10 Presentation - 90	100
Group Island **SA **Linked Grading Group Island – interaction on Google Slides 10 pts In Class Sessions/Discussions – 15 pts Reference page – 15 pts Flag photo – 10 pts Group Cohesiveness – 25 pts Overall final product – 150 pts	225
Intercultural Communication Paper OR Speech **SA **Linked Grading Preliminary work 10 pts Outline & References – Rough Draft 25 pts, Final Version 50 pts Final Paper or Final Speech – 170 pts	255
Movie Analysis **SA (2 @ 50 pts each in class attendance mandatory)	100
Participation & Engagement in course content	100
Mid-Term	100
Final	100
Total Points Possible	1000

Mandatory Signature Assignments are indicated with **SA, these assignments are REQUIRED to earn any extra credit OR to take the final exam. Linked Grading = work must be completed, or the following linked assignments are not accepted.

The following numerical guidelines will be used in the assignment of final grades.

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
599- 0 = F

The instructor reserves the right to increase points for students who are *on the margin* (defined by Dr. C as **less than 10 points**); this will be done based on attitude and participation throughout the semester and is solely at the discretion of the instructor.

Students will not qualify for this *on the margin* grade adjustment if they did not submit any outside extra credit, or if they have utilized 3 or more of the 12-hour window options. On the margin grade adjustments are not a *given* they are “solely at the discretion of Dr. C.”

“Per Title V Regulation 58170(e), students must be referred to academic support services by counselors or instructors. With this statement on my course syllabus, I am referring any students in my class in need of academic support to tutorial services. Tutorial services may include: the tutorial center, writing center or the communication lab. Referral reason: Mastering the content, study skills, and basic skills of this course is aided using trained peer tutors.”

My Personal Sanity

I had to think more about my work/life balance. I will no longer reply to emails or pop into my zoom office after 6 pm on weekdays or on weekends. You are welcome to email me anytime, but I cannot guarantee I will reply after 6 pm. The only exception will be for students who request appointments in advance or if there is a major assignment due.

Classroom Advisory, Requirements and Department

This course is a face-to-face course that requires your physical attendance in the classroom. There is no textbook so the content tested will be presented in lectures and discussions in the classroom. There is no way to “make up” missing a class lecture. Students are encouraged to make a friend in the class so that they have someone they can ask for notes if they must be absent. Mediated distractions are also inconsiderate. Put your cellphone away, do not use your laptop, and remove ear pods/headphones prior to coming to class. If you must use your laptop for notes, sit in the front row.

Students must respect the other students in the class. Classroom deportment should be respectful and appropriate. If a student is disrespectful that student will be asked to leave the classroom. If necessary, students can be reported to the dean of student services or removed from the course. As a communication course, part of the content is to recognize that our messages should be created for a specific audience. The audience for this course is: “educated adults” and I will expect that classroom discussions will be appropriate for an educated adult audience. Under no circumstances will name-calling, hate speech, or derogatory comments toward others be allowed. We are allowed to disagree, and I hope that everyone sees that our perceptions are different – that is how it should be. But we can disagree by not commenting or commenting respectfully. Please also know that due to the nature of this course content, it is possible that some of the subjects and language in this class could delve into the PG-13 or R-rated area. Students can use adult material if it truly fits the topic of content being covered.

Canvas:

Canvas will be used for the submission of assignments. Students should be familiar with or become familiar with Canvas. Please seek additional help during office hours or attend the tutorial center for extra assistance. Keep in mind when reviewing grades in Canvas the point total is the ONLY thing that matters, percentages do not reflect true grade. Technical difficulties are NOT a valid excuse. All deadlines are final – plan and submit assignments early. **Assignments will be due at 10 pm.** Students will have the ability to “purchase” a 12-hour window to upload assignments. The cost is a 5-point penalty assessed on that assignment. This penalty will be given even if the assignment is one minute into the 12-hour window. The 12-hour window eliminates all technology excuses, high turn it in score, or lack of submission. The 12-hour window is implemented to allow students to figure those issues out. I will NOT excuse any assignment that did not get into the drop box beyond the 12-hour window under ANY CIRCUMSTANCE – DO NOT ASK.

Group Island:

Students will be assigned one group project. Students will work together to create the culture and rituals for their own island. Group cohesiveness is worth 25 points and is the only “group” element graded. The rest of the work is individually earned based on your personal contribution. One student can earn an A, but the rest of their group could fail the assignment. More information will be shared in class. ***This is a signature assignment*** and cannot be made up. All signature assignments are required to earn the right to take the final exam or to submit extra credit.

Intercultural Communication Paper OR Speech:

Students will select either a formal paper or a formal speech. The paper (4 to 5 pages) or the speech (6 to 8 minutes) on a culture with which the student is **NOT** affiliated. Details will be shared in Canvas, but the paper must be at a collegial level, with proper grammar, and properly cited in APA format. Course content must be cited along with research conducted via SCCCD library databases. The speech must include a visual slide show and be delivered extemporaneously in a recorded format. Students must also verbally cite content from lectures and academic sources. Both options will include an outline and a reference page that will be submitted as separate preliminary work. This assignment is both a ***Signature Assignment and is listed as a Linked Graded assignment***. Students who do not submit the paper or the speech will not earn the right to take the final exam and do not qualify for extra credit. In addition, students who do not do the “preliminary work” cannot earn points on the rest of the assignment.

Participation/Engagement Points:

This class is only good if it is interactive; therefore, participation is vital to the classroom environment. Each student is expected to attend class, take notes during lectures, and participate in all classroom activities/discussions. In addition, there may be some videos or readings posted in Canvas. Make sure to review all the information given. Participation points are given based on interaction in the course. Lack of participation physically, emotionally, or digitally can result in losing all participation points. Finally, students **MUST** be respectful during all discussions - students who do not display respect for cultural differences will be asked to leave the course. Students are encouraged to be curious about differences, in doing so make sure to respectfully ask the significance of those symbolic or verbal differences to gain understanding. Do not make fun of or belittle what others do in comparison to your cultural perspective.

Lack of physical attendance in class will result in a lower grade. Students can have two absences during the semester with no consequences but beyond those two absences points will be deducted from participation points possible. Students can lose all participation points with excessive absences (5 or more). Also please note that arriving late to class or leaving early twice is equivalent to one absence. In addition, students who attend but are distracted by their cellphone/laptop may also lose points for not participating in the classroom discussions and/or activities. Ear buds, or headphones are not allowed in class.

Additional Point Assignments (Extra Credit):

Limited extra credit assignments will be posted in Canvas. It is the student's responsibility to look them up and turn them in. Extra credit assignments submitted by students who have missed a signature assignment (see list of assignments for **SA designation) will NOT be accepted. In addition, students who have missed 4 or more classes will not be allowed to earn extra credit. Lastly students who take advantage of the 12-hour late window three or more times do not qualify for extra credit. The sole purpose of extra credit is to enhance learning not to take the place of assignments.

Mid-Terms & Finals:

Students will take their mid-terms and finals in class. Each exam is comprised of two portions; one will be a multiple-choice portion; the second portion is a short answer essay portion. Final exams are earned in this course. Students who did not complete the signature assignments will not earn the right to take the final exam. Students must bring a Scan Tron 882, and a pencil to class on exam days. Do not be late as the class door will be locked five minutes after the class has been given the exam. Students will be allowed to use all handwritten notes during the exams.

Scroll to the next page!

Picky Professor Pet Peeves

Everyone has their quirks – I want you to know mine in advance.

- 1. Assignments are not optional.** Students are expected to do all the work/assignments. I would have a hard time feeling bad for your grade if you selected to not do all the assignments.
- 2. Take notes when you come to class.** This is the number ONE piece of advice given by former students. When you take quizzes/exams those notes will really help you out. I literally cover everything on the quizzes/exams in my lectures.
- 3. You need sources but they do not need to be quotes.** Quotes should ONLY be used if they are brilliant – if they aren't please put them in your own words rather than quoting.
- 4. Use my templates!** (outlines, and professional critique). I give templates to help students. Use the one I gave you not something you got from a different instructor.
- 5. SCCCD Library Databases are REQUIRED!** Please don't fight me – Resistance is futile you will be assimilated.
- 6. Do not email me your assignments!** I will NOT download any files from students. All work must be submitted to Canvas. (I lost two computers downloading files from students.)
- 7. Please use my feedback!** I give feedback and it takes me a long time to give every student feedback. Students who do not make the changes suggested in my feedback will not earn a good grade on their final work.
- 8. Be proactive!** If you have a tight schedule, then you need to be on top of your work. I don't know your schedule, but you do. Don't wait until the last minute to do your work.
- 9. Technology is not always your friend.** All work in this class is required to be the original work of the student. Any use of AI Authorship tools including, but not limited to, ChatGPT, QuillBot, etc... will be considered a violation of this requirement. To be completely honest, work created by AI isn't always accurate and often does not meet the prompt. Students end up getting a bad grade and they are surprised. My suggestion is don't use it – do your own work. You really are capable, and it will be fine. This is the third time in your syllabus, but I will say one last time: no cellphones during class lectures, no ear pods/headphones, and no laptops. If you must use a laptop in my class, please sit in the front row.
- 10. Be respectful of diversity.** One of my biggest pet peeves in this class is that often we view the world from our perspective and judge others by what we do. This course is an opportunity for all students to understand why people do what they do – how their culture influences the way they see the world. This means their behaviors and attitudes are grounded in how they were raised. The clothes they wear, the rituals they engage in, and how they talk are all culturally driven. What they do isn't wrong – it is simply different. It would be a boring world if we were all the same. Please be respectful of the differences, in fact I hope you celebrate the differences. In class talk about your perspective and what you have learned. My hope is that you leave this course with an open attitude towards others and a genuine curiosity about how and why people communicate differently than you do.